

## Types of Guided Questions that Help Facilitate Inquiry into a Work of Art

Convergent (closed) Questions	Divergent (open) Questions	
<p>Convergent questions tend to <b>converge to one expected answer or idea</b>. Although several answers may be possible, they tend to converge.</p> <p>Describe George Washington's pose.</p> <p>What did Gilbert Stuart do to make George Washington look like a leader?</p> <p>What are the similarities and differences between this portrait and John Singleton Copley's portrait of Paul Revere?</p>	<p>Divergent questions have <b>several right answers</b>. Students are encouraged to generate their own ideas or take a new perspective on a given topic.</p> <p>In <u>The County Election</u>, which person or group of people do you notice most?</p> <p>If you were to paint a typical voting day in America today, what details would you include?</p>	

Question type	Example	Purpose
<b>Memory questions</b>	When was the Civil War?	To recall prior knowledge and experience;
	What do you know about voting?	To involve the group without difficulty or threat.
<b>Personal experience questions</b>	Have you ever had your portrait taken? On what occasion? What did you wear? How did you pose?	<p>To set the stage for further questions in the exploration of this or another art work;</p> <p>To define the theme of the lesson;</p> <p>To show interest in a group's response;</p> <p>To assess their comfort/background.</p>

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<b>Description</b>	What's going on in this painting?	To build students' observation skills.
<b>Evidence</b>	What do you see that makes you think this man is voting?	To encourage students to back up interpretations with evidence from the work (accountable talk);
<b>Compare and Contrast</b>	How is the portrait of George Washington different from the portrait of Paul Revere?	To build students' analysis skills.
<b>Premise or hook</b>	If I told you that this painting depicts an actual election day in Missouri, what details do you notice that tell you about who could vote and how they voted?	To introduce facts or pertinent information that will help students go further in their interpretation and analysis.
<b>Evaluation</b>	Do you think the artist successfully portrayed George Washington as a leader?	To build students' skills at judging, valuing, defending, or justifying choices.